

DATA ON THE PEDAGOGIC PSYCHOLOGIC STUDY OF THE RELATION  
OF THE PUPILS TO THE SCHOOL

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## TIMELINESS OF THE STUDIED PROBLEM. AIM OF THE INVESTIGATION

From the aspect of the historical development, it can be stated that for hundreds or even thousands of years the prime factor determining the development of children's personalities, mainly as regards their upbringing, was the micro-environment of the family. The changes taking place in the past two centuries, but particularly from the turn of the century, and within this from the middle of the present century, with regard to the way of life of mankind, have resulted in the decrease of the predominance of the family effects, with a proportional increase in the predominance of the school effects. For just this reason, we consider it necessary to carry out a study of the reflection of these new systems of effects in the children's psyche.

Examination of both the historical and the individual development indicates, besides the family environment, the increase of the importance of the school effects. A fundamental condition of the fitting-in of the young into the society is their schooling during many years in conformity with their level of development.

It is well-known that schools which are one-sided in the traditional sense, and serve only to "pass on knowledge", are far from able to satisfy the ever increasing and differentiating needs of society. In line with the requirements of life, the tasks of the developing socialist school have become extremely many-layered and of a complex nature. Particular approval can be given to the striving, in the spirit of the reform, to turn the school into the children's second home, that is an institution providing the essence of the home, ensuring the constructive cooperation of the pupil community and the teacher community, and possessing a psychologically balanced milieu. Among others, the improvement of the school teaching and training assumes that, from the point of view

of the pupils, the school must be substantially more attractive and more interesting than previously, and more able to satisfy their many-sided interests, that is a more realistic place, where stable social connections can be built up, and where every pupil can feel the importance of his individuality. The society requires that the school develop the entire personality of the pupils, including their abilities, their characters, their sense of direction, etc. The solution of the extended and deepened tasks has necessitated the insertion of new effects. At the same time, up to this time the school has been almost completely occupied with problems relating to the increased volume of knowledge and its passing-on. Since these difficulties can not be solved satisfactorily by the school of today, in the particular situation which exists it is as though the teaching institutions were one-sidedly only centred on the teaching material and the methods instead of the acceptable centring on the personality. Since the psychich climate of the school has a large influence on the productive knowledge of the children, on the development of their ethical and personality behaviour, on the development of their emotional life, the tendencies of their sense of direction, etc., from the point of view of the society it is very important how the pupils accept the school effects, that is what the outcome of the psychic climate of the school is. The problem here of course is how the complex effects will be the fundamental internal conditions of the development of the personality of the young. From the point of view of the community, both now and in the future, we consider it important to examine the relation of the children to the school and the factors producing these realtions in the new systems of effects. To this end, there is a definite justification for the knowledge of the nature of the psychological factors, and further for the elaboration of methods and means whereby negative effects of the school on the personality could be avoided, or at least decreased.

The aims of this comprehensive study are as follows:

/a/ The revelation of the general characteristics of the re-

lation' of the pupils to the school and their more significant motives, on the basis of which the more important problems and basic questions of the examination can be better differentiated.

/b/ The elucidation of the most problematic areas of the school teaching situations /learning activity, teacher's behaviour forms/ which have a negative effect on the development of the personality of pupils of school age, the causes of these problems and their psychological components.

/c/ Research into the possibilities of avoiding the negative school situations, and into the psychological conditions of correcting the disturbance of the personality resulting from these situations.

In the /temporary/ school situation burdened with quantitatively increased requirements and the difficulties of their realisation, of necessity the person of the pedagogue comes ever increasingly into the foreground. A further reason for his coming into the social limelight is the fact that in the period of the so-called temporary difficulties the person of the pedagogue can cause a considerable decrease in or possibly aggravate to an extreme degree the contradiction between the school and the society.

Simultaneously with the development of "school-centred education", a sudden change also takes place in the "social field" forming the scene of mankind's vital activities. The model of the relations of group homogeneity is succeeded by the model of group multiplicity and heterogeneity. The pupils are also surrounded by the entire mass of mass-communication effects. What group-formations and effects in the children become reference groups, or with which the connections are created, that is which produce in them personal commitment, interpersonal relations, or /what is more/ relevant intellectual and emotional experiences, depend on with which of the effects of the microgroups the individual succeeds in creating more intimate connections which, at the same time, coincide with his spheres of interest.

In this period of the rapid change of the systems of effects, for the society it is of decisive importance that the school should be able to create among the pupils a social climate /positive school atmosphere/ in which by means of influence based on mutual cooperation it is possible to ensure the development of the self-regulating ability of the children, the development of their "self-knowledge", and the regulation of their value-systems, customs, positive behaviour models, etc.

In this article four of the main problems will be concentrated on from the research programme outlined above, and details will be presented /only in brief, and mosaic-like/ in the following order: /1/ general survey of the formation of the relation of the pupils to the school; /2/ motives grouped about the learning activity; /3/ examination of the state of the pedagogues' knowledge of the children; and /4/ the most frequently occurring educational behaviour forms.

#### SOME THEORETICAL AND METHODOLOGICAL CONSIDERATIONS

It has become necessary for us to point out a number of general correlations of the organization of the personality and the relation to the school, which played a determining role in our examination. One such fundamental problem is that the school is conceived as one of the most important conditions of the development of the personality. At the same time, we do not lose sight of the fact that complex systems of external and internal, school and extra-school effects are integrated in the development of the personality of the pupils. However, we are of the opinion that the school effects play a dominant role in the age of "school predominance". The children create as many types of concrete school connections as the number of types of effect with which they come into contact. It must be added at once that the personality strives to integrate these many types of connections into a relationship of a unified nature. Thus, certain relations receive a leading role, others a subordinate role, in the general system of the person-

ality. The relation to the school therefore reflects the integration developed in this respect of the psychic functions, features and state of the personality.

Since the external effects and the internal conditions stand in a definite mutual relation with each other, the child simultaneously processes the systems of school effects affecting him via his personality; he accepts some of these, and rejects others. With those school effects with which the child agrees, and which he accepts and converts to an inner conviction, he creates a positive relation. Negative connections are formed with the rejected school effects. Since the school effects are of many types, and the internal conditions of the children are also various, it frequently happens that given pupils create positive connections with certain effects, and at the same time negative connections with other effects, with overall an ambivalent relation. As a result of the triple nature of the connection, it became necessary to introduce the positive, the negative and the "two-factor" relation into our examination.

It belongs to the essence of our conception that the developed relations be examined in movement, in change and in development. It was considered important that the studies be carried out under identical school conditions, annually for four years, at three different times. The examinations were performed again and again during four years in the classes of the selected schools. By this means the relevant changes and regularities could be followed for a period which was development-psychologically interconnected /classes 1-4 and 5-8 of the primary school, and classes 1-4 of the secondary school/. In this way the relevant characteristic features of all three groups /young school-children, adolescents, and youths/ can be dealt with in their development and compared. In this article, only the data of the three measurements in the first year /Sept., Dec., June/ are reported.

The research was begun with certain preliminary examinations in 1965, and from 1966 was carried out continuously according to class-

es. The size of the data-providing sample was calculated from the total population of the primary and secondary school age groups by taking into account the confidence interval /the sought probability/. The size of the representative sample was established as 12,000 instead of the statistically necessary 10,000 pupils.

The relative frequency obtained in the statistic results can be regarded as acceptable with an accuracy of 0.01 and a probability of 95 %. In the selection of the pupils consideration was given to the numbers in the schools providing training at the various levels, and in the case of the primary schools special attention was paid to the town divided and the village partially divided character. For this reason it was not possible to apply the method of simple chance selection, and the samples were taken by proportional stratification. By this means it was ensured that the composition of the sample conformed well to the composition of the pupils. The results obtained with the above procedure are given in the following Table:

	Town	Village divided	Village partially divided	Village undivided	Total
Number of pupils	3730	4470	1100	700	10,000
Percentage distribution	37.3 %	44.7 %	11 %	7 %	100 %
Number of schools	20	30	18	14	82

Data were obtained in the selected schools at three different times during the school year. On the occasion of the first examination /1-5 Sept. 1966/, the pupils were made to perform the following tasks: /a/ They were asked to write an essay under the title "In school again"; this had the aim of obtaining information from the pupils' accounts as to all the feelings, thoughts, experiences and problems they encounter at the beginning of the school year. /b/ After the writing of the essay, questionnaires were given to



the pupils, which formulated the alternative questions conforming to the level of development of the lower and upper courses.

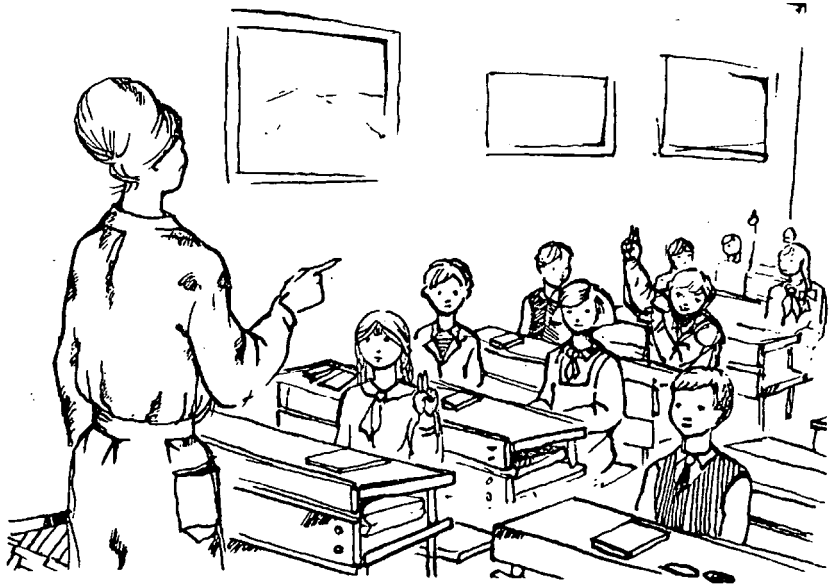
The 35-40 answer possibilities were so arranged on the form that it was possible to classify the answers as follows: /a/ Answers relating to the learning activity. /b/ Motivation resulting from the relation of the teacher and the pupils. /c/ Notes connected with the method of the teacher. /d/ Reasons for the collective connections. /e/ Behaviour of the parents in connection with the school activities of the children. A study relating to the teachers' knowledge of the pupils was carried out separately.

The analysis was performed on the basis of the material collected from these two sources, breaking it down into classes according to the three sampling areas. The positive, negative and two-factor relations to the school were established on the basis of a combined comparison of the essays, the answers given to the questions, and the examinations inserted in December and June.

The second examination /which was to a certain extent of a control nature/ took place on 15-20 Dec. 1966, and the third in the first week of June.

In all of the sampling fields, in addition to the questionnaire individual and group discussions were conducted with the pupils whose names began with the letters K, L and N, with the aid of projection pictures. Of the 12 pictures prepared for this purpose, 2 are shown here as examples.

On the basis of the pupils' answers, the relation to the school can be well differentiated into three main categories:  
/a/ We consider as positive the answers of those pupils in whom the four fundamental active components "self", contemporary, school and parent are in dynamic equilibrium, and this situation is passed through as a positive experience. This relation is the results of the special state developed in the integration of the personality.  
/b/ In the case of a negative relation, the pupils give expression to their antipathy in all questions relating to the school. In this



Projection pictures used in individual and group discussions

case there is an irreconcilable conflict between the four fundamental factors mentioned above, and this conflict has disturbed the development of the pupils' personalities. /c/ By a "two-factor" relation we understand the relation when the school connection of the pupils forms in a positive way on the effect of certain factors, and at the same time in a negative way on the effect of others, and this contradiction is not modified in the process of integration of the personality; indeed, for a shorter or a longer period of time the duality remains steady. The two-factor relation thus develops where the favourable and unfavourable school experiences remain undecided at least for some time. Although the apparently insoluble conflicts extend only to individual areas of the school life, nevertheless they act in a disturbing way on the development of the pupils' personalities.

#### FORMATION OF THE PUPILS' RELATION TO THE SCHOOL ON THE BASIS OF THE FIRST EXAMINATION

##### 1. Data on the relation of the pupils to the school attending town divided schools

In the answers given in the first few days of the school year, standpoints were obtained which had been pondered over again on many occasions during the summer, and which, according to our assumptions, had repeatedly filtered through and had "settled" in the personality. In other respects, however, on the effects of numerous external /parents' demands, punishment, desires, etc./ and internal regret, ambition, self-respect, aim in life, etc./ motives, the children are occupied by plans and decisions worthy of attention from a psychological point of view. This circumstance undoubtedly provides interesting contributions in the assessment of the relation to the school based on the pupils' opinions.

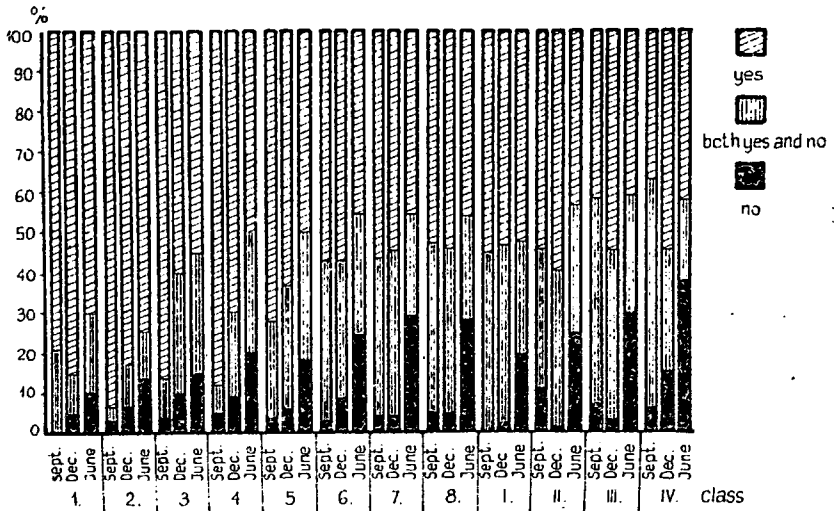


Figure 1

On the basis of the statistical values from the examinations carried out in September, December and June on the pupils of the town schools, the following findings can be reached:

/a/ In the relation of the young school children to the school the positive tendency predominates; the main evidence of this is the mean value of 86.5 % for September. The Figure also shows clearly that the majority of the pupils begin the school year gladly. The ± differences from the mean value are more significant for class 2 /+7.5/ and class 1 /-8.5/<sup>x</sup>.

The indicators mentioned permit the conclusion that the majority of the teachers of the lower sections /and via them the school/

<sup>x</sup> The examination of class 1 was carried out with the aid of projection pictures.

exert a favourable effect on the pupils. Based on the verbal and written answers of the children, some of the more important factors will be mentioned, which provide an explanation for the formation of the data given above. The teachers of the lower sections of the primary schools presumably ensure the appropriate possibilities for the satisfaction and assertion of the age-characteristics of the young school children. The teachers generally advantageously interconnect the main activity form of the age, the teaching, with games, movement and activity, which corresponds best to the needs of the pupils. In their teaching work, on the other hand, a central position is given to the "experienced" passing-on of knowledge. By frequently playing a part the children attain a satisfactory experience of success, and this ensures their activity and has a positive influence on the development of their relation to the school. The answers provide the basis for the finding that the majority of the schools can fill the main sphere of activity of 6-10-year-old children with a suitable content. It also emerges from the children's answers that the playmate and friend connections /particularly among the pupils of classes 3 and 4/ become school-centred. After these few more important factors are taken into consideration, it is understandable that the negative relation of the 6-10-year-olds to the school comprises only a very low proportion.

The mean value of the positive responses in the December examination was 70 %, which is 16.5 % lower than in September. From a study of the distribution it can be observed that there is a difference in the positive direction between the values for classes 1 /15 %/ and 2 /14 %/ and the mean value of the lower sections. A significant negative difference can be observed for the pupils of class 3 /10 %/.

The mean value for June was only 61 %, showing a further decrease of 9 %. If the reasons for the decrease are examined, it turns out from the pupils' answers primarily that they can not obtain marks which satisfy their parents; this conflict turns to anxiety, and the result is a disturbance in their otherwise posi-

tive relation to the school. Another such problem arises from deficiencies in the exact understanding of the school requirements and from the falling-behind of the individual dealing with the pupils.

The mean value of the negative relation in September was only 3 %, while in December it was already 7 %, and in June as high as 14.7 %. The most striking result is that on proceeding upwards through the classes the proportions of the negative relations increase. It can readily be seen in Figure 1 that on proceeding towards the end of the school year the relation to the school deteriorates strongly. The prime reason for this is the feeling of defeat, the next the immaturity for school, followed by the negative psychic climate of the school, and finally the lack of mutual cooperation between the school and the parental home.

It is interesting to note the relatively low mean value of the "two-factor relation" for September of 10.5 %. It can also be observed that the scatter between the individual classes is not significant. However, the value for the December examination was already 17.7 %, and that for June 23 %. The increase must be regarded as significant, for these numbers conceal a negative experience to part of the school activity.

Based on the children's answers, here three of the reasons will be dealt with: /1/ The unfavourable behaviour of a small proportion of the teachers. /2/ The incorrect steps at home of a certain proportion of the parents. Examples of this are the too strict regulations of the family, punishment methods following questioning about the school lessons, parental threats in connection with weak school results, etc. /3/ Deficiencies of the material conditions of the school. /4/ Faulty phenomena of the community connections, such as mockery /71 % of the pupils have nicknames/, humiliation, lack of friends, fighting, etc.

/b/ The mean value of the positive relation to the school of the pupils in the upper sections was 60 %. Here, the situation is

not so clear-cut as in the lower classes. It follows from the age-characteristics of the adolescents in the upper sections that their relation to the school is already more complex. The percentage values of Figure 1 show that a significant difference from the mean value in the positive direction is found for class 5 /3 %/. It can be stated that the positive relation gradually decreases /only the value of 7 % for class 8 differs significantly from the mean value/.

Those giving positive answers were influenced most frequently by the following effects:

- /i/ the satisfaction of a widespread requirement of recognition,
- /ii/ the ensuring of the possibility of activity corresponding to the areas of interest, e.g. experiments, study-circle occupations, etc.,
- /iii/ experience-wise processing of the material learnt at school,
- /iv/ consideration of the pupils' development and need for romance,
- /v/ understanding and empathy of the teachers,
- /vi/ recognition of the correlations of the knowledge learnt and the career selected,
- /vii/ success experience,
- /viii/ understanding of the school teaching material,
- /ix/ active participation in the teaching lessons,
- /x/ teaching lessons ensuring experience,
- /xi/ recognition of the pleasure of knowing.

The pupils' relation to the school in December was 57.5 %, showing an insignificant decrease. At the same time, the June value was 46.7 %, a decrease of 13.3 % compared to the mean value for September. Of the reasons, the following will be mentioned: the "self-expectations", targets, and promises made to parents in September were not met by a proportion of the adolescents /the non-

-fulfilment of the great plans/, and even resulted in failure in a certain percentage; as a result of the age-characteristics, in the development of their plans for the year their feeling of reality is wanting; the conflict between the set targets and the will-power; the distraction towards their newly "discovered world"; the disinterest in the school lessons; the pupils are compelled to passivity in certain teaching lessons; the dejection due to deficiencies of the grading; conflicts arising from the teacher-pupil connection; etc.

The average of the negative relations in September for classes 5-8 was 3.5 %, which means that there was only a very low number of pupils whose related and determining connection with the school /based on their experiences/ was uniformly condemnatory. Nevertheless, it should be noted that, with the exception of class 6, the percentage values increase: class 5: 3 %; class 6: 2 %; class 7: 4 %; class 8: 5 %. Of the effects producing the negative relation, the pupils most frequently mention the overtaxing learning, the excessively disciplined, closed way of life, the loneliness, and the cold, unsympathetic attitude of the teachers.

The negative relation in the December examination does not exhibit a significant increase /mean value 5.7 %/. At the same time, the mean value for June was 25 %; which is considered as too large an increase. Since there is no significant difference between the values of the two-factor relation for September and December /35 % and 36.7 %/, and indeed the results of the June examination show an improvement in this respect /28 %/, the more important factors giving rise to the conflict are analyzed together. As an explanation of this it should be mentioned that at school certain of the subjects can not be well understood /mathematics, physics, chemistry, grammar/, and these deficiencies can not be made up for alone at home either. Many criticize the rigid rules of the school, the impatience of certain teachers, evaluations affected by pre-judgement, etc. Similarly, many mention the failure and the fright as the phenomena most harmful to the school relation. Classes 6 and 7



complain of the overloading, they find the experimental work and the possibilities of language practice too little, and they find too much the word-for-word learning.

It also emerges from the answers of the adolescents that simultaneously with their attraction towards the school they begin to view the school life with an ever more critical eye. While the young school children are generally pleased by everything connected with the school, the adolescents' critical standpoint becomes increasingly stronger, the school no longer satisfies their interests, and they sometimes even feel it a burden, and would very often like to escape from it. They devote ever greater attention to the short-comings in the organization and quality of the teaching work. Most conflicts are caused by the lack of understanding of the material, the feeling of a certain degree of defencelessness, the school greyness, the lack of experiments, the word-for-word learning of lifeless and still not understood texts, the blame for passivity, autocratic leadership from the teacher, the impersonalization, the lack of help in selecting a career, the development of fear instead of a thirst for knowledge, bad treatment, etc.

/c/ The secondary school pupils belong to two age groups: the adolescents /classes 1 and 2/, and the youths /classes 3 and 4/. The mean value of their positive relation to the school in September was 45.5 %, which is regarded as strikingly low compared with the values for the lower and upper sections. In class 1, the positive relation to the school increases in September compared to class 8 of the primary school. From class 2 on the positive relation gradually decreases. The problem is all the more peculiar, as in essence the pupils enter the secondary school voluntarily. Those giving a positive answer are most often affected by the following factors:

- /i/ the need for a widespread recognition and the satisfaction of the special interest connected with this,
- /ii/ methods conforming to the level of thought of the pupils, in order that the series of material to be learnt should be

- logically understandable, and that the pupils should experience the pleasure of knowledge increasingly more often,
- /iii/ in the process of recognition the pupil should meet with the wonderful feeling and experience of discovery,
- /iv/ the learning should mean an effort and an experience of success; in the process of the learning it should be activated /experiment, independent processing, etc./; the learning should help to develop the tendency towards a career; the learning, even if only partially, should give an answer to the orientation in natural and social phenomena; the teachers should mean persons of importance to the pupil, and with their individual characteristics they should exemplify the real, but historically ideal adult,
- /v/ a democratic atmosphere in the teacher-pupil connection should provide help in the development of the individuality /individual treatment/, etc.

The mean value of the positive relation in December was 42 %, and in June 44 %, which provides only the partial realization of the above expectations.

The negative relation of the secondary-school pupils to the school in September was 9.3 %, but in June as high as 28.25 %. The first and second examination values are generally increased twofold in comparison to the corresponding data for the primary schools.

Some of the more important motives giving rise to the negative relation: the teaching material not taking into consideration the age characteristics, out-of-date teaching methods; unreality of the school teaching material; neglect of the pupils' special interests; lack of occupation with the individual; the failure arising from difficulties in understanding; rigid adherence to the text of the text-books; passive participation of certain pupils in the teaching lessons; errors resulting from the teachers' lack of preparedness; lack of preparation for a career; the autocratic style of certain teachers, disparaging the pupils; rough teaching attitude-forms;

the pupils' weakness of will-power; etc.

The mean value of the two-factor relation of the secondary school pupils in September was 47.8 %, in December 48.7 %, and in June only 27.25 %. The tremendous decrease between December and June is surprising; this means the deterioration of the relation to the school, for the negative connection increased to the same extent. We shall not deal with the motives here, since these generally correspond to the effects giving rise to the positive and negative relations.

General survey of the picture arising from comparison of the data from the three samplings /based on the September examination/

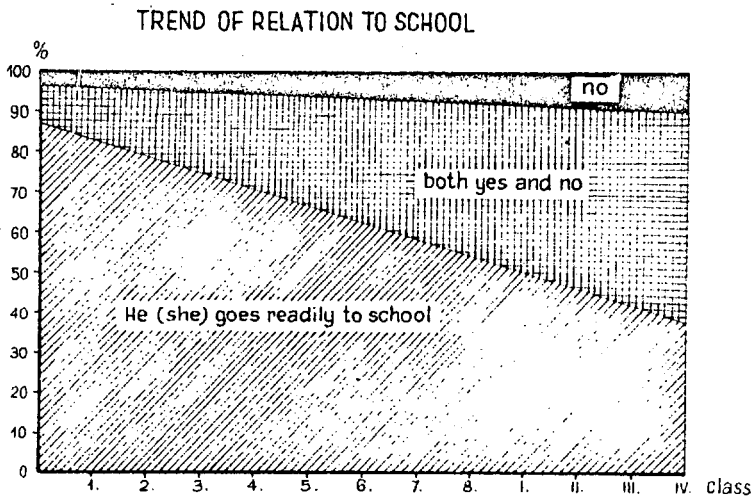


Figure 2

Let us now consider the trends. Figure 2 clearly shows that the majority of the pupils questioned gladly attend school, and begin the school year with pleasure in all three sampling areas. The positive relation of the children in the lower sections in ge-

neral exhibits a higher value than for the adolescents in the higher sections. It is also clearly evident, however, that on proceeding upwards through the classes the positive connection shows a tendency to decrease. At the same time, the "two-factor" relation increases to almost the same extent. The change in the two types of relation can be well appreciated with the aid of the line in the Figure separating the regions "gladly attends school" and "both yes and no", which falls from 90 % to 39 %. This same line indicates the increase of the "two-factor" relation. The negative relation to the school exhibits only a very low percentage value, but on proceeding upwards through the classes this too increases.

According to the data of the December examination, the number of pupils giving a positive answer decreases, and the proportion of the two-factor connection increases. The values denoting the negative relation do not increase significantly during this period. On the other hand, the values of the June examination change so that the proportion of the positive connections decreases minimally, while at the same time the values of the two-factor relation, which had increased in December, are now lower, with a simultaneous increase in the proportion of the negative relation.

2. Development of the relation of the pupils to the school attending village divided schools

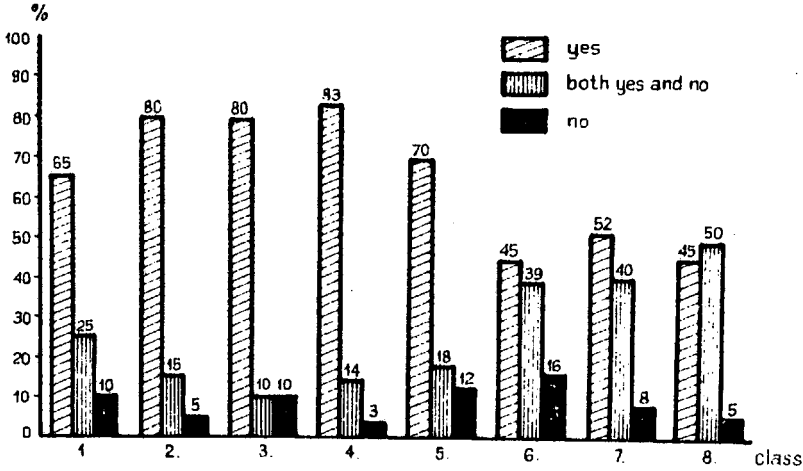


Figure 3

Our above findings relating to the relation to the school of pupils attending town divided schools are also valid for the situation in the village divided schools.

For this reason, we shall deal only with those problems which appear more important, such as the relatively low /65 %/ positive relation of class 1, the break-line in class 6, and the problems in the interests of class 8.

Our examination indicates that the reason for the low value of the positive relation for class 1 at the beginning of the school year can be found in the incorrect preparatory activity of the parents before the child's school life. Thus, some of the pupils begin

the school year with fear, with prejudgement and with inhibitions.

The Figure 200 shows that the percentage values of the negative relation are perceptibly higher than those of the town pupils. There is a strong difference for class 6. While the positive answer of the pupils in the town schools is 45 % for class 6, the corresponding value in the village divided schools is lower by 13 %. In accordance with this, the negative answer of the pupils of class 6 in the village schools is higher by 14 %. The explanation of the problem is seen in the fact that although the "break-line" appears in class 6 for both settlement areas, nevertheless these tendencies are exhibited more strongly in the village school because of the more unfavourable personal and material conditions. At the same time, it is striking that the "two-factor" relation of class 8 in the village school is higher than the proportions of the positive relations. The answers suggest that the direct cause is to be found in the disinterest towards the school learning work and in the turning towards practical activity outside the school. In the view of the pupils the school teaching material is not closely enough connected to the most important tasks of the village life, and thus this material becomes increasingly boring, dry and uninteresting.

3. The development of the relation to the school in September of the pupils attending the partly divided village-school

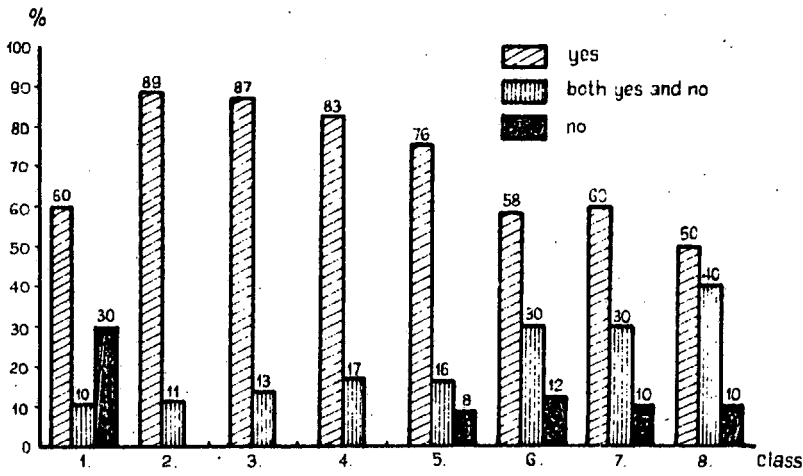


Figure 4

The pupils of the partly divided village-school are affected by environmental effects different from the previous ones. In spite of this, the tendencies of the relation of the pupils to the school do not differ significantly from the results obtained in the town and village divided schools. The number of positive answers for the pupils in the lower sections is 86 %, and for those in the higher sections 61 %. The most striking feature is that, compared to the earlier results, the smallest differences are found here. One of the reasons for this is seen in the balanced nature of the environmental factors. Another important circumstance is that even in the higher classes the pupils have to accommodate themselves

to one teacher. The environmental and school conditions and the life-situations are simpler and more natural. The low /60 %/ positive answer of class 1 permits conclusions as to the drawback of the environment. None of the class 1 pupils questioned had regularly attended the kindergarten. It is characteristic of the relation to the school that the values of the "two-factor" answers are lower than those of children living in towns or villages. In contrast, the negative answers have a value three times larger /10 %/.

#### MOTIVES OF THE RELATION TO THE SCHOOL CONNECTED WITH THE LEARNING ACTIVITY

The relations of the pupils to the school, and the internal correlations of these, can only be understood properly if the motives and the motivational basis of the pupils' most important activity, the learning, are recognized. The motives of the learning appear in the developing personality of the child in an extremely interconnected way, and quite often in a contradictory way too.

Rubinstein /1964/ classifies the motives of the learning in the following way: /a/ Direct interest in the subject and the reality reflected by it. /b/ Direct interest in the nature of the intellectual activity required by the subject. /c/ The motives are brought about and strengthened by the pupils' inclinations. /d/ The motives are brought about by indirect interest /usefulness, in the interest of the pupil's future/. We too have followed this classification in our examinations, but from the point of view of our theme it is also considered important to differentiate the motives according to their positive or negative nature.

#### Study of motives with positive effects

An examination is first made of what proportion of the pupils in the classes investigated like to learn. This tells us the extent to which the learning is a natural vital activity which provides an appropriate experience of success and stimulates conscious inte-



rest /Fig. 5/.

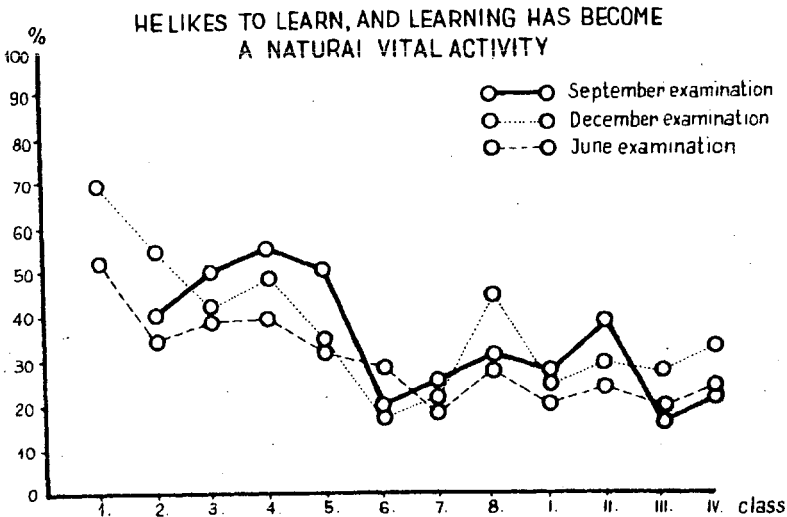


Figure 5

/a/ The data of the first examination indicate that 50 % of the young children like to study, and that the learning means a positive experience for them. In the second examination this value decreases by 7 %, and in the third by a further 1 %. This value of 50 % can be said to be good in comparison to the averages for the pupils in the upper sections and in the secondary schools.

We shall now look for the reasons which make the school learning a positive experience. The majority of the teachers of class 1 correctly establish the transition into school life, which means a new social situation for the children. This is confirmed by the following answers: "I like to learn just as much as to play" /class 1, 9/; "In the school we learn as we play and move" /class 1, 321/.

The class 2 values develop characteristically, for the number

of children learning with pleasure decreased by 13 % compared to the September value for the period of the second sampling, and by 6 % for the third period. The majority of the pupils and teachers seek the explanation in the difficulties in the teaching material in the second term. 89 % of the 100 class 2 pupils questioned mentioned difficulties connected with the learning of the multiplication tables as the cause of the discouragement. From a further study of the views of class 2, it is striking that in 50 % such an answer is obtained: "I like to learn", which means this function involves experience and success for them.

The values for classes 3 and 4 are similar /with minor differences/ /40-55 %/ to the data for classes 1 and 2. A few of the more frequently occurring answers will now be presented: "I like to learn, because I can find out a lot of things I am curious about" /class 3, 9/; "I like to learn because mathematics interests me" /class 3, 71/; "I am curious about everything" /class 3, 94/. The main motive of the learning for class 3 continues to be the direct interest in the individual subjects, but the search for answers to questions of everyday reality now come into prominence. A turning towards the world at the age of 8 years generally appears in the form of curiosity. The examinations confirmed that correct pedagogical organization of the children's "curiosity" can bring about the pupils' interest is accompanied by success in the school, and this is repeated several times, the children like the learning and the school.

A fair number of the class 4 pupils give similar answers: "I like to learn because I can find out interesting things" /class 4, 214/; "I am curious about everything, and I should like to be an explorer or a traveller" /class 4, 113/.

A study was also made of the reasons among the pupils of the higher sections, and of the many types of complex effects, the main "secret" of those teachers who know how to develop a positive relation is seen in the conduction of lessons of a "discovery" nature.

Of the 225 pupils in the lower sections, 5 % in class 1, 6 % in class 2, 39 % in class 3 and 55 % in class 4 wish to be "discoverers" in the above sense of the word. Other frequent answers are as follows: "I like to learn if I can also do something during the lesson" /class 1, 31/; "I like to read, because we cut out letters" /class 1, 4/; "I like to read, because we stack the letters together, and that is a very good game" /class 1, 15/. The majority of the pupils mentioned that they like those teaching lessons in which it is not necessary to sit with their hands behind them, and indeed it is possible to move, where, as they say "I can also do something". This desire is expressed by 97 % of the 225 pupil questioned. Sander /1930/ named this phenomenon "mobility". One of the really most important features of the age examined, the need for movement, is taken into account by only about 30-40 % of the teachers. The already mentioned need of the pupils for activity, and its importance in the acquisition of knowledge in school, were disclosed in many aspects of the psychological research.

Our examinations draw attention to the fact that the children of classes 1-4 wish to develop a special intimate relation with their environment. "In this respect" /Clauss-Hiebsch 1964/ they wish to work through the material learnt and the material of the lessons too with complete experience. It should be noted that this feature is primarily characteristic of classes 1 and 2. The main condition of this "experienced" acquisition of knowledge is the richness of feeling in the teaching lessons. The majority /about 50-60 %/ of the teachers can create this emotional situation of experience. As a result, the learning means pleasure for the 6-10-year-old children. At this age, if the teaching situation devoid of trueness to life remains constant over a period of years, an antipathy lasting for life may develop with regard to learning, and with this may become the motivating factor inhibiting the development of the personality.

A particularly important motive is the experience of success,

which plays a very large role in the development of the positive relations to the school and to the learning. The statements of 51 % of the pupils questioned in classes 1-4 permit conclusions directly or indirectly as to the reasons indicative of the experience of success. The sources of the success are explained by the following: /a/ the teacher praises good answers; /b/ pleasure acquired for the parents; /c/ successful performance in front of the classmates; and /d/ the "such a good feeling" occurring in the most cases. The experience of success is one of the indispensable psychological conditions for the development of the child's personality.

As regards our theme, it would be important to carry out a many-sided analysis of the correlations of the experience of success and the self-evaluation. The children's answers permit the conclusion that at this age the self-evaluation is still relatively weakly developed. One of the very important subjective conditions of the development of the personality is the "ability of self-education", which is inconceivable without appropriate self-evaluation. We agree with the finding of Petrikás /1964/ in this respect: "The elements of the self-evaluation reflect the view formed as to the personality of the pupil, just as the results and the deficiencies of the self-analysis and the self-control. In the educational process we have not separated even a single aspect from the individual's subjective answers on the educative effect."

This is convincingly confirmed by our discussion with a group of about 50 children rich in experiences of success. We were struck by the balanced mental state, which was supported by the experiences of both the teachers and the parents. Not a single inhibited pupil was found among them. Almost all of them were very rapidly able to take up connections. We were surprised by the interests of most of them on a varied and wide scale. They spoke openly and frankly about themselves, about their companions, about their readings and about other themes.

Another important factor of the development of the relation to

the school learning is the level of understanding of the material to be mastered in the teaching lessons. Of the 225 lower-section pupils examined, 62 % were of the opinion that they well understood the material treated in the school. "I like the multiplication tables since I have realized that it is only a question of fast addition" /class 2, 102/. The question of the understanding of the material is a complex problem. It does happen that the pupils understand the material of certain subjects, while other subjects present them with serious difficulties. This is indicated by Figure 6, which presents data on the understanding of mathematics.

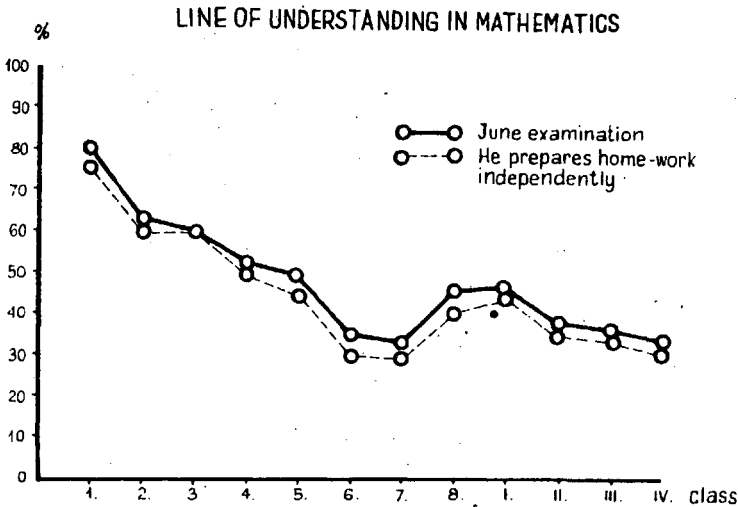


Figure 6

The statistical values show a relatively good understanding percentage of the lower-section pupils. The pupils consider the best methods for rapid understanding to be activity linked with action, illustration, schematic diagrams and the presentation of various models.

The best evidence of the understanding is the independent preparation of homework. In the lower sections the average of those writing independent homework is 60 % /Figure 6/. The other 40 % are helped in the preparation of their homework by their parents or brothers or sisters.

A significant place is occupied in the understanding of the material and in the acquisition of an attachment to learning by teaching methods. The 225 young school children were also questioned as to which were the most frequently occurring teaching methods in their classes. /They had previously been informed about the appearance forms of the individual methods./ The pupils found difficulty in distinguishing between narration and explanation, and therefore the two methods were taken as one value. The sequence took shape in the following way: /1/ narration and explanation /75 %/; /2/ discussion /10 %/; /3/ demonstration /5 %/; /4/ independent and group work /5 %/; /5/ practice /3 %/; /6/ excursions /2 %/. We consider that these proportions show a state of too pedagogue-centred school work. The 225 pupils were further asked to take cards bearing the names of the individual methods and to place them in order according to their own desires. The resulting sequence was as follows: /1/ demonstration and playful, active occupation /80 %/; /2/ narration and discussion /10 %/; /3/ explanation /2 %/; /4/ practice /6 %/; /5/ excursions /2 %/.

The children's relation to the learning is by and large influenced by their achievement, which is realized in the grade. Let us look briefly at the values of Figure 7. The data convince us that the marks in the school have the greatest motivating role and, in the case of excess, a distorting role.

### FOR THE GOOD GRADE, FOR THE KNOWLEDGE

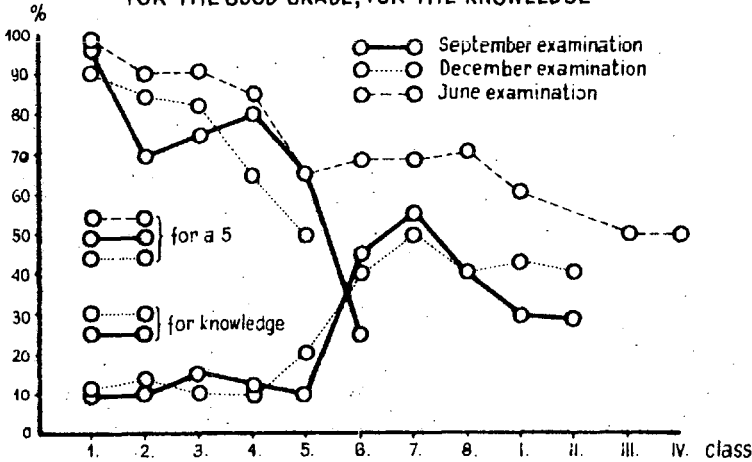


Figure 7

In the September examination, almost the most central problem of 79.7 % of the lower-section pupils is to obtain a good mark, and if at all possible a 5. The struggle or need for a good mark continuously increases as the end of the year approaches.

Similarly, the conversion of the external effects into inner motives is confirmed by Figure 8. By means of this Figure it is wished to demonstrate when and how the pupils understand that with the help of learning they may attain their goals in life. In the course of the inner organization of the school and family requirements with the individual aims, there develops in the pupils that practical view of life on the basis of which they understand that the learning has a concrete sense and purpose. They realize that via the learning they reach their targets in life.

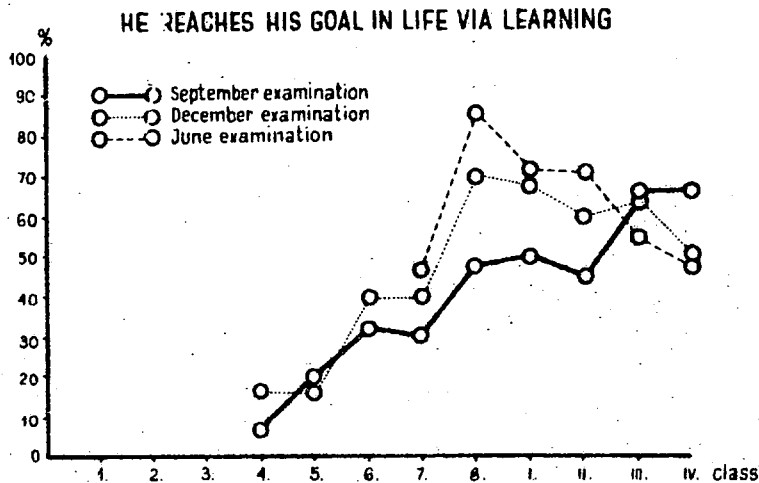


Figure 8

/b/ According to the data of the September measurement, 35.5 % of the pupils in the upper sections like to learn, and admit that the learning has become a natural part of their life. It should also be noted that the positive relation of the upper-section adolescents to the learning is 14.5 % lower than that of the young school children. The value of 35.5 % raises the question of why the school can ensure the pleasure of learning only for the minority of the pupils.

The interest in the learning is generally correlated with the adolescents' choice of career. There are a number of reasons for the low value of 30 % in June: the increased burden of learning, interests of some other nature, etc., but in addition to these there is the important factor that for certain pupils the chance of continued education has decreased, and of necessity this brings about a loss of ambition.

One of the most important conditions of the acquisition of a



liking for learning is the experience-like satisfaction of the adolescents' interests in such a way that it not only "reproduces" interest, but also determines a favourable direction for the development of the personality.

While the teaching effect of "making discoveries" was noticeable among the 6-10-year-olds, at the age of 10-14 years the pupils are already characterized by a striving for constructive self-activity; one of the forms of realization of this is experimentation, the making perceptible of the internal regularities of phenomena. They wish to be convinced personally about everything. The school material simply fascinates them if they themselves can carry out the experiments. "I did not understand the differences between mixtures and compounds at all until I could carry out the experiments myself. Then I was happy and occupied with it for days. I realized that I should not be a poor pupil if I could learn everything with experiments" /class 7, 13/. The need of the pupils at this age for self-activity appears in the form of experimentation and "research and discovery".

The third form of self-activity among adolescents is independent and group occupation. "I like to learn because the group occupations are enjoyable; everyone racks his brain, and we quickly understand and solve the problems. In a group we do not give up if we cannot solve a problem. We begin it again and again. Everyone tries to show what he knows, and so we compete a little too. People give up much more easily by themselves." /class 8, 71/.

It also emerged from the examinations that the adolescents are interested not only in material knowledge, but in human relations too. In one class 98 % of the pupils answered that they like history. They gave the explanation for this that in the lessons of the given teacher they can become acquainted with the lives of people in various historical ages, and do not adhere to the accumulation of data, which they loathe so much. "I like literature because in the features of the characters I can recognize my own mental

features and those of people living in my environment. I impatiently look for the answers to my own problems" /class 8, 1/. It became clear from the answers that the adolescents wish to learn the reality in every subject as far as possible. Of course, this does not exclude the seeking for the exciting, the thrilling, the interesting and the disquieting events and things. Indeed, they are particularly interested in those teaching lessons where the teacher can create the necessary stress.

There is a characteristic correlation of the competition, the experience of success and the development of the "self-consciousness" of adolescence. "In addition to the feeling of stress, the success plays the role of a standard in the competition" /class 8, 13/.

The pupils also demand the following from the teaching lessons: there should be a gay atmosphere, movement, interest and trueness to life. The lesson should mean excitement, the logical conduction of the lesson should correspond to the characteristics of the pupils' understanding and thoughts, the lesson should be connected with people, it should inspire, it should be varied, and it "should help in the exploration of the secrets of the world".

Negative school motives

HE IS AFRAID OF ORAL EXAMINATION

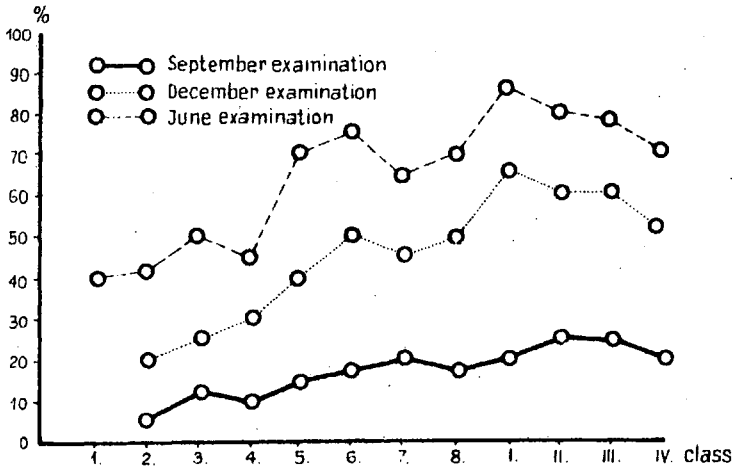


Figure 9

On the basis of the young school children examined in September, it can be said that 9.7 % of them are afraid of having to answer to questioning. The most frequently occurring reason for the fear in school: the uncertainty in the examination situation, the defencelessness, and the terror of the consequences. The pupils' answers also reveal the following effects which give rise to fear in the school: punishment, excess severity, the rough behaviour of the teacher, impatience, humiliation, disparagement and physical punishment. "I am very frightened of the oral examinations, for if I don't know something, the teacher shouts at me very much" /class 4, 17/.

From the answers of the upper-section pupils examined in September it was found that 17 % are afraid of the oral examination,

compared with 9.7 % of the lower-section pupils. In this respect the values for the individual classes do not exhibit a great difference, although the distribution of the data gradually increases with the increase of the number of classes.

#### DETAILS FROM THE STUDY OF THE PEDAGOGUES' KNOWLEDGE OF THE CHILDREN

Studies connected with the pupils' relation to the school convince us that the level of the pedagogues' knowledge of the children is the key question in the entire pedagogic activity. In essence it depends on this, as a psychological condition, as to what will be the extent, under the present conditions of mass education, of the individual dealing with the pupils, the closeness to the children of the teaching and training methods, and their adaptedness, i.e. the child-centredness of the school. The importance of the problem is further increased by the observation that the prolonged success or failure of the so-called modern methods /programmed, group education/, and even of the initiatives connected with the organizational transformation of the school /whole-day school, etc./, are organically correlated with the teachers' view as to the children. Following this it is understandably necessary to carry out a study of what and how much the practising teachers know of the personalities of their pupils. Our aim was to use an approximately exact method within the limits of our possibilities to measure the extent of the knowledge of the teachers and trainee teachers with regard to the children, the systematization of the knowledge, and its determining role in the conscious personality-developing work. Of course, we reckoned with the fact that it is not possible to explore this complex problem in its entirety, and particularly in its depth. In this respect the examination is only a means for us to discover what correlation there is between the teachers' knowledge of the children and the development of the pupils' relation to the school.

The comparative measurements were made among the teachers in the schools of two districts and one town. The pupils and teachers involved in the examination were selected by the rules of represen-

tative sampling. Accordingly, the teachers of 180 lower-section, 300 upper-section and 190 secondary school classes were asked to prepare within 5 days personality-descriptions extending to everything on all the pupils in their classes whose names began with K, L and N. No technical instructions at all were given with regard to the description, since we wished to discover the actual situation. The requirements were compiled with the aid of a personality-description sample, and then a specific points scale was constructed. In this way we arrived at percentage values from the ratio of the number of points fixed in the requirements and the number of points attained.

After the completion of the first examination, a series of 12 psychology lectures was organized /Psychological University Extension/. The lecturers classified their subject-matter into three themes:

- /a/ Fundamental questions of the modern interpretation of the personality.
- /b/ Correlation of the age-characteristics and personality of pupils of school age.
- /c/ Recognition of the pupils' personalities in the school.

After the completion of the course, two years after the first examination, the same teachers were again asked to prepare personality-descriptions, this time of the pupils whose names began with B, H, J and V. The descriptions thus obtained were then also converted to points as in the evaluation of the first examination, and the data were processed statistically too. Finally, the values obtained in the first and second examinations were compared.

By consideration of the above, the evaluation of the study of the knowledge of the pupils' personalities was performed in accordance with the following structural system:

- I. Knowledge connected with the pupils' personality-history, antecedents, previous life
- II. Characteristics of the state and development of the

intellectual abilities

III. The pupils' character and moral features and characteristics of their behaviour forms

IV. Knowledge relating to the state of the personality

V. Characteristics relating to the tendencies of the personality

Data on the pedagogues' knowledge of the children /based on the two examinations/

I. Knowledge connected with the pupils' personality-history /antecedents/ and the present social situation of the family

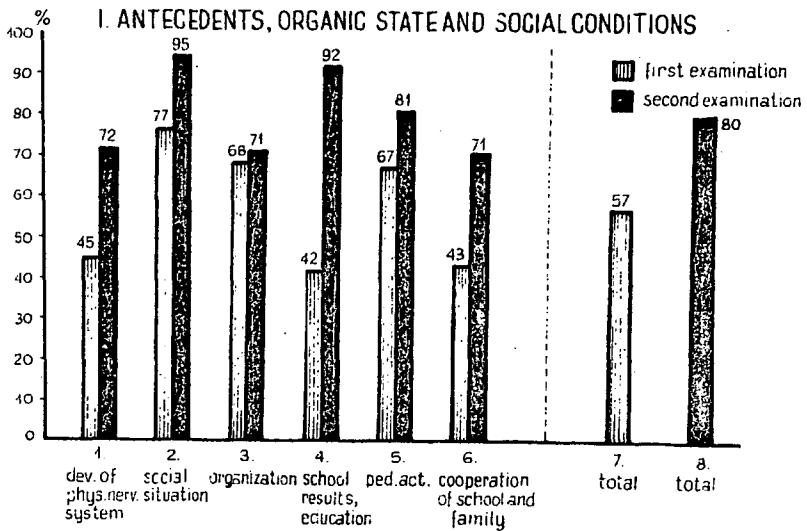


Figure 10

The values of the knowledge of the pupils' personalities can be studied in Figure 10.

The columns of the Figure clearly indicate that the 12 psychology lectures held in the interest of the study of the person-

ality, and then the treatment of the relevant more important literature, produced the desired result. Comparison of the first and second examinations shows that one of the most important changes was that a uniform and essence-giving description was generally obtained as to the basic questions of the antecedents. There was an encouraging improvement in the value of the knowledge referring to the physical and nervous state /+ 27 %/, Knowledge connected with the social situation increased by 18 %, that relating to the organization of the family by 3 %, that on the level of education /school results/ by 50 %, that indicating the pedagogic activity of the family by 14 %, and that concerning the cooperation of the school and the family by 28 %. In the first examination the knowledge of the antecedents was classified as average /57 %/. On the second occasion this improved to good /80 %/, and in certain fields was even excellent. Behind the numerical increase it is possible to find an improvement not only in the amount of knowledge, but also in the recognition of those physical, nervous and environmental correlations which have such a decisive influence on the development of the personalities of the individual pupils. On the basis of the personality description, 80 % of the teachers questioned already understood the interrelation of the antecedents and the further development of the personality. This is proved among others by the fact that in the second measurement only those events in the antecedents were listed which play a determining role in the organization of the personality.

II. Knowledge connected with the development and the actual state of the intellectual abilities

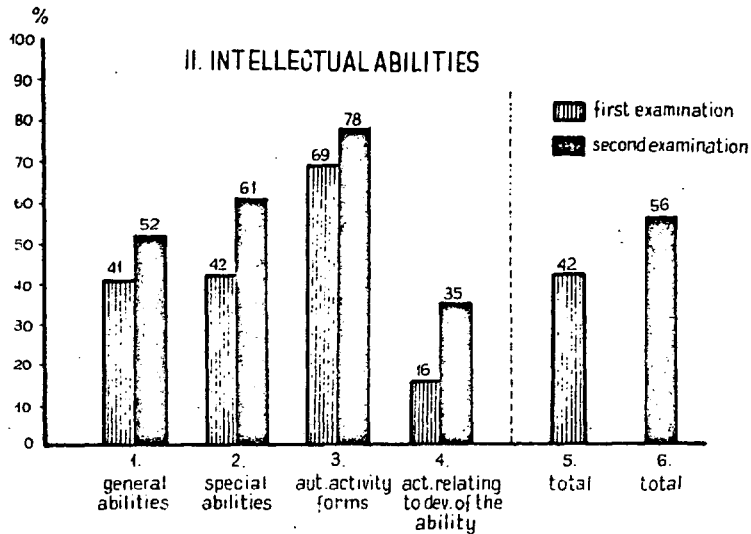


Figure 11

Values of the first and second examinations

After the course dealing with the personality-psychology and the recognition of the pupils' personalities, the measured values exhibit an average increase of 14 %. There were also considerable increases in the knowledge relating to special abilities /19 %, II,2/ and the development of the abilities /19 %, II,4/. More moderate increases can be observed with regard to knowledge of the general abilities /11 %, II,1/ and inclinations and skills /9 % II,3/. In the second examination the knowledge of certain areas of the pupils' abilities was more uniform, and an attempt to discover a dialectic correlation between the mental processes of recognition had become general. It was almost with delight that our colleagues discovered the significance of the mental processes of recognition ensuring the organization of the ability and the other mental



phenomena /in this relation accessory mental phenomena/, for example the role of sentiment, will, character, etc., in the continuous reorganization of the ability.

### III. Features of character and moral behaviour

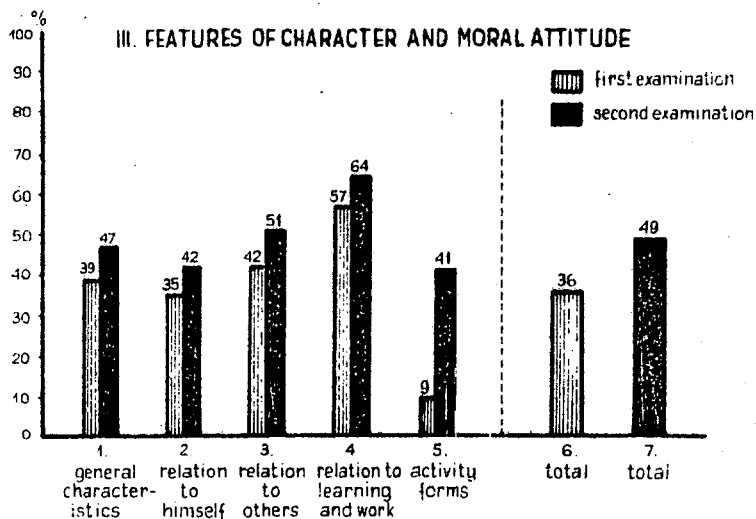


Figure 12

#### Values of the first and second examinations

After the thorough study of the recognition of the pupils' personalities, the average value of the information referring to the character and the moral behaviour increased by 13 % /III,6/. According to our calculations, behind this it is possible to observe an increase of about 7 % in the quantitative relation, and 7 % in the motivation and organization relation. The best result, an increase of 32 %, was attained in the field of the activity forms, which proves that in the view of our colleagues the establishing of facts is only a means, and they rather pay attention to how the given pupil can be developed. In the other fields /general

features of character, relation to oneself, to others, and to learning/, the results are much more modest, and exhibit an average increase of 7-9 %. This latter finding also means that the majority of our colleagues understood the fact that the character is formed as a result of the organization of the mental processes and the other features of the personality.

IV. Fundamental factors determining the state of the pupils' personalities

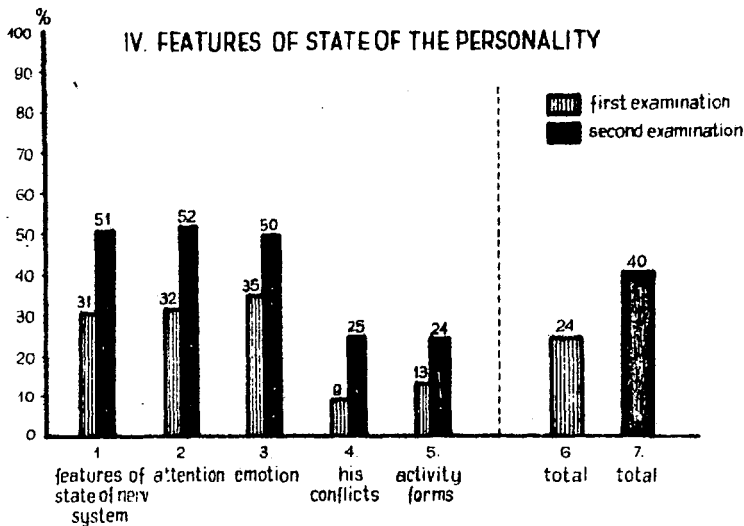


Figure 13

Values of the first and second examinations

Within the average value there are outstanding increases in the values of the knowledge of the nervous condition /20 %, IV,1/, the attention /20 %, IV,2/, the conflict situations /16 %, IV,4/ and the intellectual sphere /15 %, IV,3/. The increase of 11 % in

the activity forms relating to the development /IV,5/ must also be regarded as a significant advance.

The research data of the second examination permit the finding that within a comparatively short time it is possible to create personal conditions whereby the form-masters, knowing every pupil, can direct the continuous development of their personalities.

V. Main features indicating the pupils' tendencies

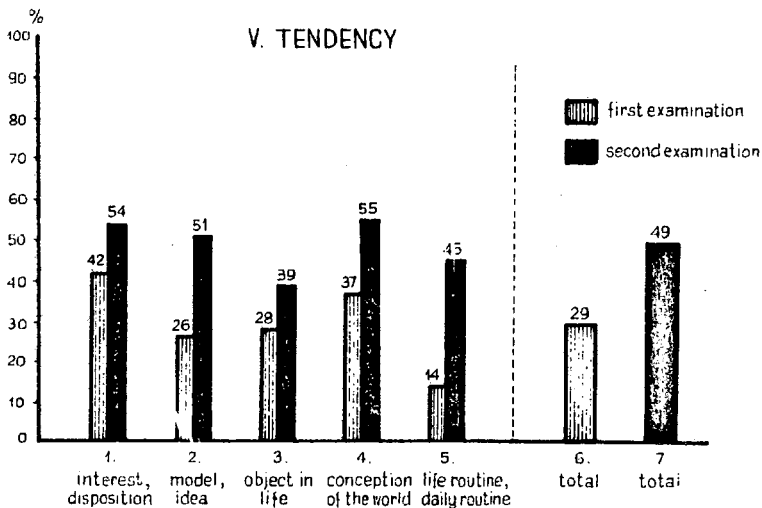


Figure 14

Values of the first and second examinations

Study of the statistical data shows that in the first examination the average of the knowledge regarding the tendencies was 29 %, whereas in the second examination it increased to 49 %. It was surprising to find the pedagogues' ignorance with respect to the ideals, the way of life and the aims in life. At the same time

our colleagues did possess appropriate knowledge in the fields of the pupils' interests and views of life. In the second examination the results obtained were better by 20 %, which reflects a more conscious view of the children.

#### SOME DATA ON THE EXAMINATION OF THE SCHOOL BEHAVIOUR FORMS OF THE PEDAGOGUES

The pedagogues may determine the orientations of the pupils towards social values, and whether or not these become inner convictions /often for life/. The personal-human medium they produce /teacher-pupil relation/, and the group relations /psycho-social factor/ developed in the groups directed by them /class, youth organization, pupil circle/, carry ethical and tendential /interest, aim in life, conviction of view of life/ "experiences of belonging". Only that person is capable of selective activity, in whom the social systems of values have become inner experiences and convictions. A decisive role is played in this by the personal human effect of the pedagogue. The teacher's behaviour similarly has an extremely important influencing role in the conversion of the requirements of the micro and macro environments /external factors/ to an inner social "I model", in the self-realization and in the self-perfection.

The school behaviour forms of the pedagogues are examined in four areas: /1/ the intellectual activity /scientific preparedness, ability to transmit, organizing ability/; /2/ the character and moral behaviour forms; /3/ the behaviour forms connected with the directioning; and /4/ the characteristics of the state of the personality. In the course of the examination an answer is sought to the questions of how and as what the pupils see their teachers, and at the same time the opinions of the teachers about themselves and each other are investigated.

Of the behaviour forms outlined above, in this article only mosaic-like sketches will be given with regard to the most frequ-

ently occurring forms of the intellectual activities of the pedagogues.

Among the tasks of the pedagogue, he must extract from the mass of scientific and relationship information, and give life to that which is most important for the social development /the social self-regulation/. The pedagogue who, by means of his intellectual activity, ensures the solution of the above-mentioned tasks; is a "key-man", and one of the most important performers of both the selecting and the passing-on functions.

Depending on the given systems to a large extent, the level of this special self-regulation of the society is determined by the historically expected maximum developmental level of the abilities of the pupils and teachers. This means primarily knowledge of the cultural information, but at the same time it is also expected of the pedagogue that his work should be constructive, creative and augmenting in some special field. The pedagogue can fulfil his commitments only if he is familiar with the field of his special subject on a scientific level, and to a certain extent an active scholar in it; at the same time, he must be able to deal with the material to be passed on to his pupils in a way which is beyond reproach from a didactic point of view.

Since the teacher working in an up-to-date way is by no means merely a mechanical intermediate, but ensures the cooperation of the pupils by means of reconstruction of the material, he must also be a good organizer.

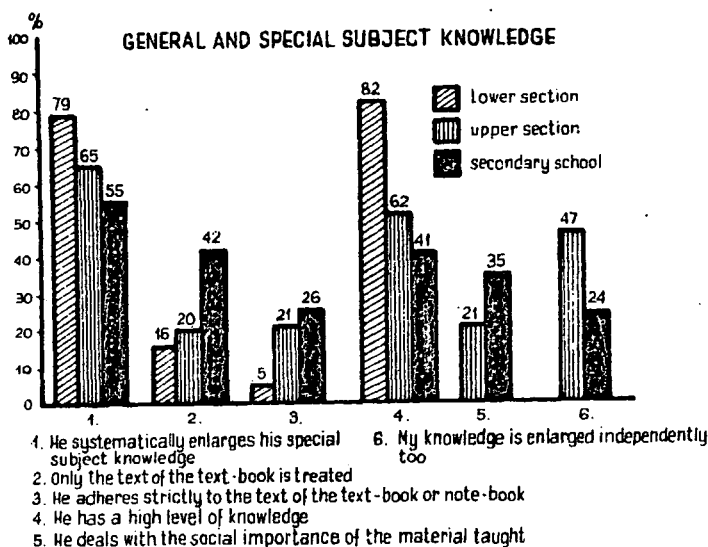


Figure 15

Let us consider the main types.

/a/ The teacher systematically enlarging the knowledge of the special subject

It is well known that the 6-14-year-old pupils included in the examination turn ever more decidedly towards the world, and to a large degree are aware of the things and events in their environment. They become increasingly able to free themselves of their one-sided subjective intentions and desires, and to view the world more impartially. It is understandable that they judge the teaching lessons partly according to how much of the unknown world these disclose to them. They state that 65 % of their teachers systematically enrich the compulsory school teaching matter with material which is interesting and life-like for them. The pupils regard as supplementation the teacher's illustrations, the presentation of experiments, reading from reference books, the use of lexicons,

outings, the seeing of films, museums and archival material, the recounting of anecdotes, the reports of true events and adventures, etc. They particularly appreciate it if the teachers introduce the most recently published books and other modern material during the teaching of the concrete school themes. We observed that 8 % of the teachers of Hungarian to classes 7 and 8 in the field examined regularly make the pupils read, or read together the most recent literary works /details from journals or books/. 81 % of the pupils in the classes of these teachers are really enthusiastic for the literature lessons. Only 2 % of the pupils remained completely indifferent. Three years later the pupils of three such classes /108 children, of whom 55 % had become secondary school pupils, 40 % industrial apprentices, and 5 % unskilled workers/ were asked which of their school experiences they looked back on most gladly. 77 % of them mentioned first the literature lessons, while since then 85 % of them regularly read and are familiar with the literary journals, together of course with the most recent Hungarian poets and writers. The most important feature in this is that the pupils were linked to the concrete functions of the social life by the school teaching lessons. The behaviours of two or three teachers of such type not only determine the direction of development of the pupils' personalities, but endows them with a certain balance, strength and dynamism. It is surprising that the higher the class attended by the pupils, the more they experience and live through the teaching lessons, as if the teacher's supplementation decreased. In the course of our examinations we came to the conclusion that the positive relation of the pupils to the school is determined to a large extent by the supplementation of the material of the individual subjects in conformity with the developmental level of the given class. Naturally, this problem is inseparably related to the enlivening of the teaching material. Our examinations provided numerical confirmation for the general argument that the more conservative material passed on by the school at the expense of up-to-date information, the greater the probability that the pupils will

accept it with indifference and as a burden.

/b/ Teachers sticking rigidly to the text of text-books or notes

In this respect, the pupils of the upper sections state that 20 % of the teachers use only the text of the text-book in the teaching of the school material. The pupils put it in this way: "I do not like to go to school, for there the teachers only teach us boringly from the text-book" /class 8, 91/. Most of them complain of being forced to complete physical and psychological activity. Many of them suffer from lack of experiences, and from mechanical, uninteresting, dry and lifeless teaching lessons.

/c/ Teachers sticking rigidly to the text of text-books or notes

In the view of the pupils of the upper sections, 21 % of the teachers stick rigidly to the text of text-books or notes. Not only is this behaviour form related to what was said in /b/. In the majority of cases these are the same specialist teachers who think only in "trite commonplaces" and forms, and rigidly in accordance with the text-book, and are uncomprehending of the adolescent pupils' strivings to "discover the world" and demanded activity. It also follows from the above, of course, that such a teacher can not interfere effectively with the process of education, and is incapable of directing it. Independently of their good intentions, these teachers do not understand that the school teaching and educating work today has the following main task: to teach the pupils to learn, and to create the basis of a permanent education, lasting throughout life.

/d/ Teachers with an imposing knowledge

One of the important subjective conditions of the development of the personalities of the pupils in the upper sections is that they regard certain members of their environment as models and examples to be followed. For various reasons, at the age of 6-10 years the majority of the pupils regard their teacher with wonder,



whereas, in accordance with the development of the abstracting ability, at the age of 10-14 years they are connected to the adults directing them by means of a new standard of measurement. The outstanding human erudition becomes the most important basic condition of the social connection of commitment and belonging. It is obvious that because of the limits to the pupils' development they are still unable to assess the knowledge and abilities of their teachers with an objective standard; nevertheless, in an indirect manner they are able to recognize the teacher with outstanding knowledge, so important for them. "He can speak with ease about the school teaching material" /class 7, 21/; "He draws our attention to surprising relations" /class 8, 74/; "We only marvel at his varied and deep knowledge" /class 8, 34/.

In the assessment of the teachers' knowledge, they consider it necessary to possess a good systematizing ability too. "Our teacher can divide the lesson material into groups very well" /class 6, 71/; "We can not learn history because neither our teacher nor the textbook arranges the material well. Most often I learn the lesson according to the text, but 1-2 days later I have already forgotten it. It is completely hopeless if the teacher gives us questions in oral examination. I consider it unfair that the teacher does not stress the important parts, but expects us to find these out for ourselves" /class 7, 11/.

/e/ Teachers presenting the social significance of the material learnt

One of the important motives of the positive relation to the school is that during their activity the pupils recognize the social importance of the material learnt, including the direct or indirect significance of their own role. The pupils judge that 21 % of their teachers /see Figure 1, 5f/ are concerned with this problem, i.e. essentially every teaching lesson and the teaching material passed on is put into such a utilitarian objective system. Thus, the material learnt fits in subjectively too into the in-

dividual's spheres of interest. Following such an effect there appear interest, enthusiasm, self-activity, adjustment, diligence, readiness to act, etc.

/f/ Teachers assisting the independent widening of knowledge

Let us next consider what percentage of the pupils are prompted by the above-mentioned positive behaviour forms of the teachers to supplement their knowledge in some field independently, by self-activity, and at the same time systematically. 47 % of the pupils in the upper sections claim /Figure 1, 6f/ that on the effect of the school, following the examples of their teachers, they have commenced independent activity of acquiring knowledge. The most frequent forms /according to occurrence/ are: /1/ becoming a reader /"... and since then I regularly go to the library"/; /2/ descriptions of journeys and interest in geographical discoveries and space research; /3/ study of works with historical themes; /4/ striving for the understandable expression of what is to be said; /5/ carpentry, carving, assembling of simpler machines, preparation of detector radio, telephone and simpler electric equipment, book-binding, etc.; /6/ verse and short-story writing; /7/ dealing with questions of chemistry; /8/ breeding small animals; /9/ needlework; /10/ insect collecting; /11/ stamp collecting; /12/ use of reference books and lexicons.

x x x

We have only touched on a few basic questions of the relation to the school, and have presented an outline of the more important parts to draw attention to the positive and negative factors existing in the psychic climate in the school. In connection with this, the relevant things to be done by the school can be summarized as follows: In this increased period of the systems of effects, it is of great importance for the society that the school must be able to create a particular positive atmosphere among the pupils, whereby, with mutual cooperation, it is possible to ensure the development

of the self-regulating abilities of the children, the development of their "self-consciousness", and the regulation of their systems of values and customs, i.e. their positive behaviour patterns, etc.

We have also strived to present data on the development of the relation to the school. The theme was examined with pedagogic psychological experiments relating to effects resulting in positive and negative connections. An account of the material of the experiments, however, exceeds the framework of the present study.

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Данные для педагогическо-психологического изучения  
отношения к школе школьников

ИОЖЕФ ВЕЦКО

В предисловии под названием "Актуальность и цель изученной проблемы" автор изучает, как понижаются с середины нашего века "семейные" влияния, определяющие развитие личности школьников, и пропорционально этому увеличиваются "школьные" влияния.

Во второй части он сообщает применённые в представительном изучении методы: разговаривали с 1200 школьниками /в сентябре, в декабре и в июне/ в письменной форме /анкета, письменная работа/, и в форме запросов с помощью проекционных таблиц.

В третьей части под заглавием "Формирование отношения к школе учеников по первому изучению" автор сообщает по данным формирования положительных, отрицательных и смешанных /ученики с удовольствием и не с удовольствием ходят в школу/ отношений к школе учеников, и их тенденции.

В четвёртой части "Мотивы отношения к школе, связанные со школьной работой" автор изучает те главные мотивы, которые определяют положительные, отрицательные и смешанные отношения к школе учеников.

В пятой части "Детали из изучения поведения детей преподавателей" изучается, как учителя-практиканты знают в действительности детей в области их жизни, способностей, характера, морального поведения, личностей, направленностей.

В шестой части под заглавием "Данные об изучении поведения в школе преподавателей" показывается кратко интеллектуальная работа, требуемая от учителей.

Beiträge zu einer pädagogisch-psychologischen Untersuchung  
über das Verhältnis von Schülern zu Schule

Dr.J.Veczko

In der Einleitung "Aktualität und Zweck des untersuchten Problems" erforscht der Verfasser, wie seit den 50-er Jahren die Wirkungen der die Persönlichkeitsentwicklung der Kinder determinierenden "familieorientierten" Faktoren verringert und die "schulorientierten" Wirkungen demgemäss vergrössert werden.

Im zweiten Teil werden die in der vorgenommenen repräsentativen Messung verwendeten Methoden dargelegt: 12000 Schüler wurden /im September, Dezember, Juni/ schriftlich /Fragebogen, Aufsätze/ und durch Interviews /unterstützt von Projektionsbildern/ befragt.

Der dritte Teil "Verhältnis der Schüler zur Schule auf Grund der ersten Untersuchung" stellt unter genauer Angabe der Daten die Entwicklung und die Tendenzen der positiven, negativen und bivalenten Verhältnisse der Schüler dar.

Im vierten Teil unter dem Titel "Die mit der Lernaktivität zusammenhängenden Motive des Verhältnisses zur Schule" werden die das /positive, negative, bivalente/ Verhältnis der Schüler zur Schule gestaltenden Hauptmotive untersucht.

Im fünften Teil "Einzelheiten aus der auf die Informiertheit von Lehrern über Kinder gerichteten Untersuchung" wird die tatsächliche Lage der Informiertheit von Lehrern über Kinder auf dem Gebiete des "vorlebens", der Fähigkeiten, des Charakters und des moralischen Verhaltens, der Persönlichkeitszustandes und der Einstellungen untersucht.

Im sechsten Teil "Einige Angaben zur Untersuchung von Verhaltensformen der Lehrer in der Schule" werden die vom Lehrer verlangten intellektuellen Tätigkeitsformen akizzenhaft dargestellt.